

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Political Science	241	PLS 241 11/17/2016-Guns, God and Ganja: U.S. Federalism
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	Lynn Rivers
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Recognize constitutional elements of current public policy issues.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exams
 - Assessment Date: Winter 2017
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer Key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
28	26

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

2 students dropped, withdrew, or stopped attending; all others assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single class on campus; no other sections/modes offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Mutiple element question (3) on the final exam that required students to determine which constitutional federalism principle would apply to current events.

Exam question:

34. Here is a list of current issues where state law may conflict with federal law. Which of the cases and rules that we have covered this term would apply?

Sanctuary cities and loss of federal benefits.

Marijuana legalization and states' refusal to enforce federal law.

A state's attempt to regulate high capacity ammo magazines.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Only 46% achieved 70% threshold requirement. There were 3 questions (see examples). 46% of students got all three correct. 12% correctly answered 2 of the 3 (66%). 15% of the class correctly answered 1, and 7 students could not apply federalism principles and case law to the current controversy. On this outcome, students did not acheive the 70% competency rate. I believe high absenteeism late in the term contributed to this. These topics were intensely covered in class and were very difficult to master on reading materials alone.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students who attended class regularly showed mastery of the constitutional principles, court precedent and legal arguments associated with various current controversies. Students were also given the opportunity to analyze scenarios through in-class quizzes and group activities.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Promote better attendance and create disincentives for absence.

Outcome 2: Apply protections of the Bill of Rights, federal law, and legal case law to major public policy issues.

- Assessment Plan
 - Assessment Tool: Departmentally-developed essay exam
 - Assessment Date: Winter 2017
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
 - Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
28	0

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This outcome was not assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This outcome was not assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was not assessed. I had intended to use quizzes, but in-class discussions and group activities were ultimately used and data was not available.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

This outcome was not assessed.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This outcome was not assessed.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This outcome was not assessed.

Outcome 3: Recognize elements of federalism and the constitutional relationships between the federal and state government.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exam
 - Assessment Date: Winter 2017

- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Answer Key
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher
- Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
28	26

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Final exam. Some students had dropped, withdrew, or stopped attending.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single class; no other sections/modes offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Seven multiple choice questions on Federalism and the Supremacy clause of the U.S. Constitution were included on the Final Exam.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 27% of students were able to correctly answer all seven questions. 38% successfully answered six of the seven questions. 27% answered five questions

correctly. 8% of the class could answer only four of the seven Federalism questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This material was concrete and objective. Students could reinforce class content with readings.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I believe that current methods have produced student success.

Outcome 4: Recognize the authority and procedures of Article III courts.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exam
 - Assessment Date: Winter 2017
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer Key
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
28	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This represents the attendance on the day the quiz was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single class; no other sections/modes offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A test addressing Federal Courts authority, procedures, and case requirements was administered after the material was covered in class.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

79% of students achieved the 70% mastery rate. 44% received A grades, 15% earned B's and 20% received C marks. 20% performed at a less than C level.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This material was concrete and objective. Students could reinforce class content with readings.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I believe that current methods are producing successful results.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The last month of class absenteeism was very high. Students who missed class experienced difficulty with analysis and application of constitutional principles.

I think, in general the class is successful for most students. The content is relevant to current events and students expressed satisfaction in their ability to recognize

and understand the principles of federalism, individual rights, and the constitutional elements in current events.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with departmental faculty during Fall 2017.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Attendance	Promote attendance and create a disincentive for absenteeism.	There was a clear correlation between being in class for lecture and activities and success in the class.	2017

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

Faculty/Preparer: Lynn Rivers **Date:** 06/06/2017
Department Chair: Gregg Heidebrink **Date:** 06/22/2017
Dean: Kristin Good **Date:** 06/26/2017
Assessment Committee Chair: Michelle Garey **Date:** 09/27/2017